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ABSTRACT

Procedures for setup and operation of a school or class business are provided for the teacher in the basic guide. Steps for planning, running, and closing out a business are presented. The guide is designed for the elementary level, but each step is adaptable for use at any level from primary grades through high school. Many options are included, so that all steps and processes may be adjusted to suit individual needs and goals. Appended are decisionmaking and occupational areas, possible objectives, activities, forms, and charts. (Author/MF)

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State of New Jersey
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HOW TO SUCCEED IN A SCHOOL BUSINESS BY REALLY TRYING

A Guide To The Set-up and Operation of a School Business

Prepared by
Ellis Anmuth
Parkside School
Camden, New Jersey

Vocational-Technical Curriculum Laboratory
Rutgers - The State University
Building 4103 - Kilmer Campus
New Brunswick, New Jersey

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Benjamin Shapiro, Director, Vocational-Curriculum Laboratory

Frederick L. Cappello, Director, Vocational Curriculum and Media Development

Gordon F. Law, Jr. Denise C. Frobose
Career Education Curriculum Specialists

Pamela Henderek
Illustrator

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Dr. Joseph F. Kelly

Project Director
New Jersey Curriculum Management Center

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PURPOSE

Having operated three successful school and class businesses, I have tried to use my experiences to develop this basic guide explaining the workings of a school business. In addition to the basic steps of planning, setting up, running, and closing out the business, I have included four additional aids, which I feel are quite useful.

1. A schematic diagram showing some of the decision making and occupational areas which may be included.

2. Some objectives which may be used.

3. A few supplementary and follow-up activities which can be implemented.

4. Some charts, graphs, and forms which may be reproduced as aids to your business. In addition, there are some examples of written advertising. These have all been actually used by students.

This guide has been developed to enable a teacher to set up and operate a school or class business. Each step and process can, and should be adapted to the individual's personal needs and goals. For this reason, many options have been included.

The guide is designed for the elementary level. However, each step is easily adaptable for use at any level from primary grades through high school.

INTRODUCTION

The organization and operation of a school or classroom business can be a very rewarding experience. The active involvement of the students in the business is the main ingredient for success. This involvement can range from the initial set-up and planning, through the operation and record keeping, and finally to closing out the business. This involvement will enable the students to become familiar with the values and practices of a work-oriented society. "It exposes pupils to a variety of work values, so that they will know and understand those that exist."[1] Also, students can perceive themselves in relation to this work environment.

Operating a business can be a motivational device for students usually "turned off" by school. It is also of value to the average or superior student by providing an opportunity to apply the educational skills learned in the classroom.

Students can develop an awareness of such business-related occupations as accounting, salesperson, marketing researcher, advertising specialist, construction worker, secretary, etc. Career-development is the ability to relate personal interests to possible occupational decisions. This ability will increase as the student gains many and varied experiences.

In the area of "Career Education," the student may acquire many skills and techniques related to business and business practices. They may learn about economic factors controlling prices and what

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[1] U. S. Office of Education, Career Education: A Handbook for Implementation (Olympus Research Corporation, February, 1972).

influences their purchasing habits. "Career development aims to help individuals learn how to make decisions in a wise manner."[2] Students are called upon to make decisions, not only within the framework of the business itself, but in relation to the student's own goals. The experiences gained by each student will be a resource for later, decision-making processes.

WATCH OUT!!!

There are some potential difficulties. Various factors must be considered when planning a business. You must really think through all of your goals and consider your restrictions. Local school board policies must be followed. Some boards limit the ways in which money may be raised and the profits used. These things should be investigated before beginning your business.

In the handling of money security precautions should be taken. While you want your business to be realistic, you don't want to get into the areas of loss or theft. The precautions taken would depend upon the facilities of your school, and the accessibility of a bank, safe, or other place to keep the money until it is used.

With these things in mind, you can now consider the planning of a business.

The first consideration should be your goals and objectives for the students. You must determine the amount of student participation before developing the structure of the business.

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[2]Kenneth B. Holt, Career Education: What It Is and How To Do It. (Olympus Publishing Company, 1972), p. 102.

I am including some possible objectives, classified by areas of business. The Roman numerals following each objective correspond to the six facets of Career Education. They are as follows:

I. CAREER AWARENESS--Knowledge of the scope and requirements of various careers.

II. SELF AWARENESS--A student's insight into personal interests and abilities.

III. WORK ATTITUDES--The development of a positive attitude toward work, increasing the pupil's ability to meet the responsibility of making personal career-related decisions.

IV. DECISION MAKING SKILLS--The pupil's ability to make decisions concerning his next stage of development.

V. SOCIAL-TECHNOLOGICAL-ECONOMIC UNDERSTANDING--Students gain an understanding of the economic and technological structure of our society.

VI. EDUCATIONAL SKILLS--The development of skills needed for progressing to the next level of education or entry into the world of work.

SOME POSSIBLE OBJECTIVES

These objectives do not constitute a complete list, nor do they affect every student involved. They are suggestions which you may use as a starting point.

General Business

1. As a result of helping to organize the business, the pupils will be exposed to varied business practices and experiences. (I, IV, V)

2. As a result of applying for a job, students will be able to list at least five occupations necessary for the operation of a business. (I)

3. As a result of working in the business, pupils will be able to construct a chart showing the interrelationships of various business areas and occupations. (I, V)

Personal Growth and Career Development

1. By following directions, pupils will be able to properly fill out a simple job application. (I, II, IV)

2. Students will gain the experience of being interviewed. (I, II, IV)

3. As a result of experiencing various techniques of hiring, the pupils will be able to list at least five job categories and the experiences and qualifications related to them. (I, II, III, IV)

4. As a result of their experiences in the business, pupils will be able to list their personal interests in relation to at least five job classifications. (I, II, III, IV)

5. Pupils will develop positive attitudes toward work by receiving compensation and/or successful work experiences. (IV, V)

6. As a result of participating in the business, students will be able to list an increased number of occupations in which they may have an interest. (I, II, IV)

7. As a result of participating in the business, students will be able to list an increased number of occupations in which they have little or no interest. (I, II, IV)

8. As a result of participating in the business, pupils will be able to list an increased number of occupations in which they have some skills. (I, II, III, IV)

Sales, Purchasing, and Advertising

1. As a result of participating in the business, students will be able to demonstrate at least three advertising methods used to publicize products. (V, VI)

2. Pupils will be able to develop at least one method of marketing that can be used in choosing the products to be sold. (See diagram No. 6) (V, VI)

3. As a result of working in the business, pupils will be able to explain how products are priced. (V, VI)

4. Students will be able to write a sales receipt or order, showing the products purchased, and the costs. (V, VI)

Record Keeping

1. Pupils will be able to list the steps in setting up a bookkeeping system for sales, inventory, and expenses. (VI)

2. As a result of the experiences in the business, students will be able to demonstrate the use of graphs, charts, and other record keeping tools. (VI)

3. Pupils will be able to keep daily records, and transfer them to permanent records. (VI)

Once you have decided upon objectives for the students, and considered your limitations and needs, you are ready to begin. There are basically seven steps to follow, with each step offering options and variations. It is important to adapt each step to your particular objectives and needs.

STEPS IN ORGANIZING AND OPERATING

STEP I -- THE PURPOSE OF YOUR BUSINESS

The major purpose of a school business should be to give the students the experience of planning and operating the business. Financial profit is secondary, although the financial success of the business if one of the pupil's motivations and goals. (If you are interested solely in raising money, then your purpose is fundraising, and not the development of a business. This is not the aim of this guide.)

The extent to which the children are introduced to the techniques of business is left to the discretion of the organizing teacher or teachers, and the ability or level of the students involved.

Here are a few of the experiences in which the pupils may become involved:

Job Applications--These are useful in selecting the children who will actually work in the business (See diagram No. 1). This is a very valuable experience which many students do not get until they are actually in a position of applying for a job. In addition to the experience of filling out the applications, a student also gains a self-awareness which will enhance the pupil's career development. It enables the student to relate his/her interests and experiences to various jobs and activities.

Job Interviews--Interviews may be used as a follow-up to job applications or as a primary hiring technique. Again, interviews are an

experience most students do not get, and unfamiliarity with these techniques may later result in an application rejection. The interviewing may be conducted by pupils who are properly trained or teachers. This will enable some pupils to become involved in selecting workers.

Planning the Type of Business--Students may be consulted in the set-up and structure of the business to varying degrees. If students feel they have some influence in deciding the type of business, they will become more actively involved. In decision-making processes, it is best that teachers serve as consultants, with the students performing many of the tasks involved.

STEP II -- CHOOSING THE PRODUCT OR PRODUCTS TO BE INCORPORATED

The choice of a product or products is inconsequential. The articles should be items that will be saleable in your school, and will be easy to supply and reorder if need be. Once again, you must consider your objectives. If greater pupil involvement is a goal, then student-manufactured products would be advantageous. Materials can be obtained by using money borrowed from the school itself, through a loan, by some type of investment, or by various other methods (See Step III--Obtaining Money).

In the actual manufacturing of a product, production line techniques may be used. Each pupil or group is responsible for a certain portion of the final product. If space or organization problems make the production line method difficult, individual or group manufacturing can be implemented. With these methods, each person or group would make the entire product.

Through utilization of these methods, students will learn the importance of quality and careful work.

Some examples of pupil-made products are:

school pennants	book markers
book shelves	plaster molds
pot holders	puzzles
wood burnings	ash trays
lamps	jewelry
key chains	wire rings

Pupils may also be involved with products using commercially made materials. As an example, your business may purchase a silk screen with a design or school motto. The screen could then be used to make "School" T-shirts or sweat shirts. These items may also be purchased by the school for use by school athletic teams.

It is not recommended using the same product for two consecutive years. One year we sold over three hundred T-shirts in a school of only five hundred pupils. However, the next year with the same product at the same price, only fifty were sold. We discovered that many students still had shirts purchased theprevious year, and di not need another. Though this may not happen with all products, it is something that should be considered when choosing a product that has recently been available in the school or neighborhood.

Some examples of commercially made materials which can be used by pupils in making products are:

silk screens with patterns for T-shirts, sweat shirts or pennants
printed Christmas or greeting cards
mosaic kits
rubber stamps
candle making kits
ceramics
leather crafts
bottle cutting
or various other craft kits

When purchasing a commercially made device, it is advisable to have a representative of the company from which it was purchased come to the school to demonstrate the use of the product. With our T-shirts, we invited a representative of the printing company which made the screens to come and demonstrate the techniques of silk-screening.

If you decide to concentrate on business methods and record keeping, then you may not want to have the students involved in the manufacture of the products. In this case, you would want items that are commercially made. By doing this, the pupils will only be involved with checking incoming products, keeping records, and possibly reordering.

Some companies offer school supplies like pencils, pens, notebooks, rulers, or reading books. Information concerning these types of products can be found in magazines that are sent to the schools.

STEP III -- OBTAINING MONEY TO BEGIN YOUR BUSINESS

The methods of obtaining money to begin your business depend upon the amount you need and the ease with which you want to obtain it.

Borrowing from the School--The faculty of your school or the school itself could supply the money to begin the business. This is the easiest method; it allows you to start the business quickly and simplifies the set-up. This initial funding would go toward buying products or materials needed to begin the venture. This is an especially fine method to use with primary grades, as it involves only very simple record keeping techniques. This money must be repaid and deducted from your cash totals, before figuring your profits. It is best to borrow

only what you think you need to begin. Once the business is in operation, you may use the profits for any additional expenses.

Taking a Bank Loan--This source of raising initial funds would require contact with a local bank or loan institution. Invite a bank representative to come to school and speak to the students about the operation of the bank. He or she can explain the basic processes involved in making and repaying a loan. The speaker should be made aware of the academic level of the students. This will insure an appropriate explanation of the procedure.

In addition to being exposed to the various facets of banking, the students will also gain insight into the structure of banking. They will begin to understand, to a degree, how a bank functions, why interest is required to be paid on loans, and why savings accounts collect interest. This presents an excellent opportunity to get the community and local businesses involved in school activities.

Sale of Stock--Selling stock to raise money is the most encompassing and involved procedure. However, despite the complexities, this method can be simplified enough to work successfully at the elementary level. I have implemented this method in a K-5 school. The pupils were able to grasp the basic concepts quite well.

Students become more actively involved when they become part owners of the business. They feel that the outcome has an effect upon them. The second year we offered stock, many pupils who had purchased stock the previous year (and many who had only heard about it), immediately wanted to buy the new shares. An investment broker may be

invited to the school to explain the fundamentals of purchasing stock to the students.

I will describe the stock sales method on a very simple level. The stock sales method is begun by offering a number of shares (portions) of the business for sale at a set price. You should be very careful to keep the total number of shares to be offered at a workable round number such as 1,000 shares. To determine the number of shares to be offered, the sponsor must determine the amount of capital needed to initiate the business. To simplify the instructions, I will use the actual figures of our Parkside School Store. It was decided that about $100 was needed to begin operation. We offered a thousand shares at 10¢ per share (the amount per share was kept minimal in order to enable students to purchase them). Teachers within the school explained, in the simplest terms, the basics of stock investments and return; thus, pupils had an idea of how, and for what purpose, the money was used. The children understood that the money they receive at the conclusion of the business and the sale of the stock depend upon the ability of the business to make a profit for them, as a part owner.

Once each class had been given this basic background, shares of stock were printed and sold. (See diagram No. 2). It is important to note that a space is left to inscribe, not only the purchaser's name, but the number of shares purchased. This eliminated the need to print and identify one thousand individual certificates.

A group of students were hired to record the name of each investor by using the certificate number in the upper right hand corner. Each investor kept their own certificate. The bookkeepers also kept

the names and number of each purchaser in a book, in the event that the certificate was lost. Shares were sold to pupils, teachers, administrators, and parents.

Stock Used as Salary--An additional option which may be implemented, is the use of stock as a salary for the employees. A specific number of shares may be put aside, or the unsold shares can be used. The more significant the job, the greater the number of shares the worker would receive. The amount to be paid for each position would be determined by the pupils, with guidance by the teacher.

In summary, the method of raising money to begin a business depends upon the goals of the business and depth of the experience to which the students are to be exposed. Your chosen method will also be a major factor in the choice of record keeping techniques and ways in which the money earned will be used.

STEP IV -- METHODS OF SELLING

The way in which items are to be sold depends not only upon the experiences in which pupils are to become involved, but upon the nature of your facilities. A store may be used if the structure and security of your school lend themselves to such a set-up. An empty room, a stage, or a hallway can be utilized. There should be adequate space for salespeople, displays, and customers. Also, the store should be locked, or products put away after store hours. This is a simple but necessary precaution taken by any store handling movable items. The store could be opened before, during, or after school; it should not be opened all day, as sales personnel would miss class time. The

amount of time the store would remain open would depend upon the individual school's goals and limitations.

Within the store setting, students can set up displays, learn to use sales receipts (See diagram No. 3), and experience many of the actual situations of retail sales. The customers too, are gaining valuable experience in buying and shopping, looking for quality, checking for proper change, and learning the value of money.

The students will see that this is an application of the educational skills to which they have been exposed. Reading display signs and tags, figuring the amount of money spent, and computing proper change are all direct applications of the skills developed in school. These experiences can prove to be very valuable for a young child, both practically and in relation to applying educational skills.

If a store situation is not feasible, the students can design and print order slips (see diagram No. 4). They could then take orders, after displaying samples of products to the individual classrooms. Once the orders are taken, they would be checked and recorded. The final step would be the delivery of the products to the purchasers. Money can be exchanged either before or after the delivery, depending upon the convenience of each party.

There is an additional method of sales that could be utilized. The auction can be an excellent way of selling unsold products following the conclusion of the regular business. After our "Parkside School Store" closed for the year, an auction was held, and first through fifth graders participated. It was very exciting, not only for the children conducting the auction, but also for those participating

in the auction. To protect the younger bidders, no one was permitted to bid more than the original store price for any item. Once guide lines have been set up, the students can run the entire auction. They can take bids and distribute the articles, thereby gaining insight into the relative value of an item by the amounts bid for it.

STEP V -- ADVERTISING

Potential customers need to be made aware of the products to be sold. Have the students do the bulk of the advertising. A number of methods may be discussed and tried. Students may observe and evaluate newspaper ads as well as billboards, television, radio, and mail ads. As an aid to the students, an individual from a local newspaper or advertising firm could be invited to speak, giving background information about certain advertising techniques.

Once the pupils have attained the basic knowledge and skill needed to produce the ads, selected students (using the job applications or interviews) can do the actual work. You may also use the student's artistic or writing ability as a criterion for picking the advertisers.

There are many ways to advertise within the school itself. Word of mouth advertising (workers go from room to room to publicize theproducts) can be effective. Printed advertising may be produced and distributed throughout the school. (See diagrams 5A, 5B, and 5C.) Diagrams 5A through 5C are examples of an informational form of advertising and are used to make the products and their prices known to

potential customers. A third type of advertising would be the development of informative slogans or pictures designed to stimulate sales.

The type of advertising used will depend upon the information to be given and the type of customer to be reached. Assuming the advertisers (students) have been properly exposed to the various advertising techniques, they can decide upon appropriate methods which best meet their needs.

When students get together to develop the advertising, they will learn to make use of the talent resources available to them. Should there be an abundance of good artists, then there would be a greater use of posters and pictorial ads. If there is a large number of talented writers, written or orally presented ads would be used. The use of available talent resources promotes creativity. People with writing or artistic ability can be motivated to develop slogans or pictures to stimulate sales, and this can be of special significance for usually unmotivated students. These pupils will be able to see the results of their efforts, not only through increased sales, but by the reaction of their classmates and teachers to new or creative styles in advertising the products.

Such creative advertising can expose latent abilities, or help to develop hidden talents. Once again, the key factor in all of this is the use of the pupil's abilities and ideas, and the realization that these talents have an important practical application.

The children might even become involved in marketing research. In this type of research, the market (potential customers) is evaluated as to its needs and desires. For this, a questionnaire asking about

the types of items desired could be used (see diagram No. 6). The preferences of the customers would then be evaluated. Charts, graphs, and other mathematical tools can be used to evaluate the results of the questionnaire. The use of marketing research is not a necessity in the development of a school business. If your product selection is made prior to the start of the business, or if you are only interested in making or purchasing certain specific items, then you would probably not be interested in using marketing research. Such research would be useful only where there is a need to choose the products to be offered for sale.

The function of advertising and marketing research is communication. The workers need to be aware of product preferences within the school, and most importantly the customers must be aware of the products available to them. It is the responsibility of the advertisers to initiate this communication, as well as produce ads that will encourage the purchase of available items.

STEP VI -- RECORD KEEPING

The procedures and maintenance of records is a major educational experience for the pupils. Many facets of business techniques will be experienced. Among these are the recording of sales, expenses, profits, orders and payments, etc. In addition, the students will be able to see another real life application of mathematical skills learned in school.

The utilization and application of educational skills is extremely important. By working with basic arithmetic facts, and using charts and graphs, students will begin to realize the importance of

learning the fundamentals of math and related areas. This is a point that should be stressed. Students should be made aware that these record keeping skills are not merely practice in mathematics, but an integral part of the world of business.

Students involved in keeping records may be made aware of the fields of accounting and bookkeeping. The students who are recording figures are doing the work of a bookkeeper; pupils who use the figures to analyze the progress of the business are doing the more involved work of an accountant. Students should be made aware of the different functions of these occupations. This provides an excellent opportunity to enhance the student's career development. The pupils can evaluate their ability and personal interest in the area in which they are working, and this evaluation is another facet of each child's career education. He or she gains an awareness of the job they are doing, and can relate this awareness to later career or educational decisions.

Another area that the children involved in record keeping can be exposed to is the use of business machines. While the school business may only use simple machines like the adding machine or typewriter, pupils may be made aware of the use of computers and othermore sophisticated machines. Once again, the purpose of such exposure to a real life experience, is not to have the student made a positive or negative decision about that job field, but to add to the pupil's awareness of various occupational areas, so as to make future educational or occupational decisions more meaningful. This is done by exposure to various areas throughout the years of the student's educational development.

Examples of Record Keeping Methods--The following are some examples which may be adapted for use (blank forms which may be reproduced for use: see Diagrams 7, 8 and 9):

Expense Charts--Diagram No. 7

DATE	ITEM	COST Number		Each	TOTAL COST
1/ 9	Paint (bottle)	4	x	79¢	$ 3.16
1/ 9	Brushes	12	x	60¢/doz.	.60
1/11	Leather (boxes)	3	x	$4.50/box	13.50

Pupils need to record expenses for various reasons. Expenses are need to figure profits, costs of items, and to keep a check on expenses. In this particular expense chart, each payment is itemized and dated. Therefore, the total expenses can be calculated at any time, simply by adding the figures in the TOTAL COST column.

Graphs--Diagram No. 8

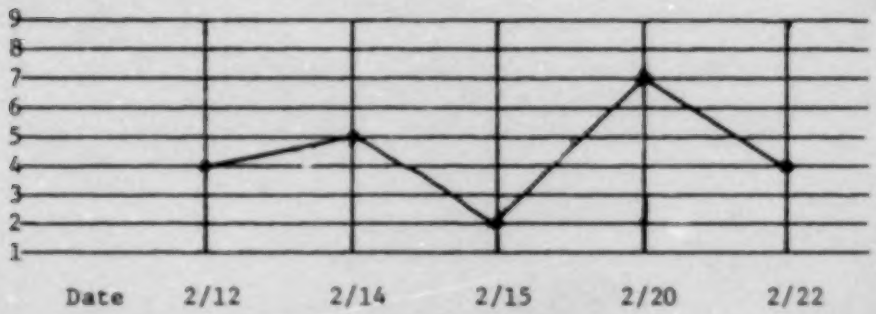
Graphs may be used to give a pictorial view of inventory changes, daily or weekly sales, or any aspect of the business where the figures are changing. Many of these changes affect the decision making processes within the business. The visual simplicity of a graph is helpful in analyzing figures used to make these decisions. Diagram No. 8 is a bar graph showing the total daily sales of a business. Each vertical bar represents a business day, as shown by the date below each bar. Each horizontal block represents one dollar of sales. Pupils can easily observe and compare daily sales by looking at the height of the bar, and use this information to analyze possible reasons for sales being high or low on a particular day. As an example, on Diagram No. 8, the highest sales for a particular day came after the store was closed

for a day. Students may utilize this fact in analyzing the sales, and possibly find a significance in the data which will aid in increasing future daily sales.

Line graphs (A) and symbol graphs (B) may also be used:

A--Line Graph

Number sold (Sales of Product X)



B--Symbol Graph

(# = 1 product sold)

Date	
2/12	# # # #
2/14	# # # # #
2/15	# #
2/20	# # # # # # #
2/22	# # # #

The graphs can be used to evaluate sales, and are also important and as an aid in visualizing inventory records. By seeing a visual graphic presentation of the inventory, the students will get some indication of when to reorder or increase the supply of a good selling item. On the other hand, the students may observe that a product is not

selling very well and consequently decide that a sale or some other sales promotion is needed to increase the attractiveness of the product.

The greatest value of the graph is its simplicity. It is concise and easy to understand. Since many pupils have already been exposed to graphing techniques, they are able to use them without much difficulty. The graph can be a very valuable tool in the record keeping portion of your business.

Daily Inventory Records--Diagram No. 9

An easy-to-use daily inventory record is needed to keep accurate records. This record could be used by itself, or as a supplement to a graph or chart. It is extremely important to have an accurate up-to-date inventory of each product. By doing this, an article may be reordered or reproduced if the supply is getting low.

The following is an example of a simple daily inventory recording method:

(PRODUCT X)

DATE	On Hand (A.M.)	-	Sold	+	Made or Bought	=	Left (P.M.)
12/1	42		6		-		36
12/2	36		4		-		32
12/3	32		10		-		22
12/4	22		-		10		32
12/5	32		3		5		34

To use this type of record, you begin by counting the amount of the product you have on hand in the morning (On Hand A.M.). This does not have to done daily if the records are kept accurately. You

need only take count before the product is offered for sale. After that, only periodic inventory counts are needed.

Products sold that day (Sold) would be subtracted from your morning inventory. This figure is obtained from sales receipts or order sheets. Next, any number of the item received that day, either through purchase or production, would be added to the inventory (Made or Bought). The result of these calculations would be the amount of the product on hand at the end of the day (Left P.M.). The figure in this last column would then be transferred to the "On Hand" column for the following business day. Any products received after the computation of the daily record on a particular day should be added in on the next day.

Every student involved in the business should be cognizant of all records being kept. Each business "department" should be especially informed of the records which pertain to them. As an example, the production people should be aware of the inventory records so that they know when new products will be needed. The interdependency and importance of one group or department to another is an important social and communication skill, as well as being vital to the operation of the business. The students are made to realize that their jobs depend on the cooperation of other colleagues.

Thus the significance of keeping records goes beyond mere listing numbers and reinforcement of mathematical skills. Students are exposed to the relationships between various areas in the business and discover the function of records to a business enterprise.

STEP VII -- CONCLUSION AND FOLLOW-UP

The conclusion of the business is as vital as its planning and operation. You may conclude the operation of your business at a pre-determined point in time, or upon the final sale of the products.

If you began your business by borrowing from the school or faculty, the loan would be repaid at this time. The remaining money would be the profit, for use as previously determined.

If a bank loan had been taken, the loan and interest should now be repaid. If possible, a bank representative could return to the school to explain how the interest was computed and why it was necessary for the bank to charge interest.

The conclusion of a business begun by selling shares of stock is somewhat more complex. Initially, the profits must be calculated. Then the initial cost of the stock is added, giving thefinal value of the total amount of shares. This figure would then be divided by the number of shares owned by the stockholders. The result would be a figure representing the amount to be paid to each stockholder for <u>each individual share</u> that they own.

To illustrate more clearly, the following are the actual figures from the Parkside School Store:

Estimated money to start:		$100.00
Shares available for sale	(1,000 @ 10¢)	
Shares actually sold	(860 @ 10¢)	

The remaining 140 shares were used as salaries for the employees (see Step III -- Stock Used as Salary). Each salesperson received

five shares; record keepers eight shares each; each executive, fifteen shares.

The final value of each share was figured this way:

Cash from sales		$245.00
Expenses		137.00
Profit		$108.00
Cash Distribution:		
Total cash:		
from stock	$86.00	
from profits	108.00	
Cash to be distributed		194.00
$194.00 ÷ 1,000 shares		19.4¢ per share

To simplify the arithmetic, we at Parkside returned 20¢ per share. We charged a one cent a share fine for each certificate lost. This helped to promote responsibility, as the children were told that they were to take care of each stock certificate and return it at the end of the operation.

FOLLOW-UP

Once the money is distributed or the profits applied, a statement showing the figures from the business should be drawn up by the students. The statement could show sales, profits, expenses, and other pertinent data. This statement is essential to an accurate evaluation of the project.

If the business was a single classroom endeavor, the results could be discussed and evaluated by the class. Pupils can relate what

they have learned and suggest changes they would make in the future if they are involved in a similar project.

The follow up of a multi-classroom or entire school operation would be more complex, as a greater number of students and teachers are involved. However, large group discussions and/or a printed statement, such as is described above, may still be utilized.

EVALUATION

It would be extremely difficult to devise a test to evaluate what the pupils have learned from this undertaking. The experiences of each student are quite diverse. If the pupils have kept a record of their activities (see Supplementary Activities), they can now discuss and evaluate them by using these records. Such a self-evaluation would, in most cases, be more beneficial to the pupils than any type of written examination. Pupils should be given opportunities to share ideas and experiences. The use of films, movies, logs, photographs, or other records of the business activities, serve to enhance these discussions. The key to terminating the business is having some type of accounts that the students can use to evaluate their actions in order to extend the educational value of the business beyond its conclusion. Important also are the opportunities for social maturation. Working together toward a common goal fosters cooperation among the students, and these interdependencies serve to promot team effort.

While the business experiences and social relationships are the major benefits, the student's overall development is also enhanced. The academic knowledge, personal insight, and occupational awareness

gained through the experiences of operating the business are a part of the foundation upon which the student's "Career Education" will be built.

OCCUPATIONAL AND DECISION MAKING AREAS

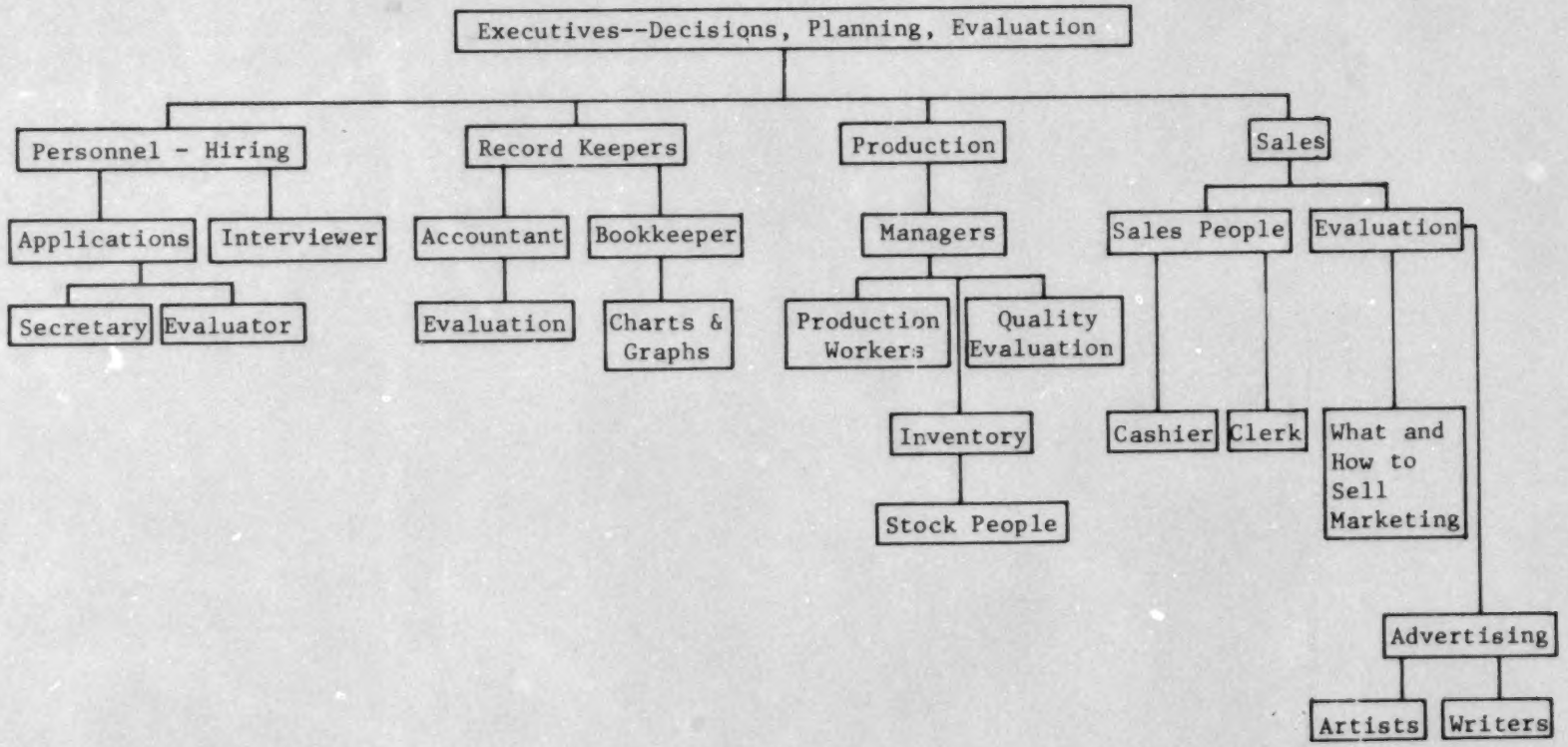


DIAGRAM NO. 1

Application Form

YOUR NAME _____

TEACHER'S NAME _____

JOB _____

WHY DO YOU WANT THIS JOB? _____

_____

_____

WHAT QUALIFICATIONS DO YOU HAVE? _____

_____

_____

WHAT EXPERIENCE DO YOU HAVE IN THAT FIELD? _____

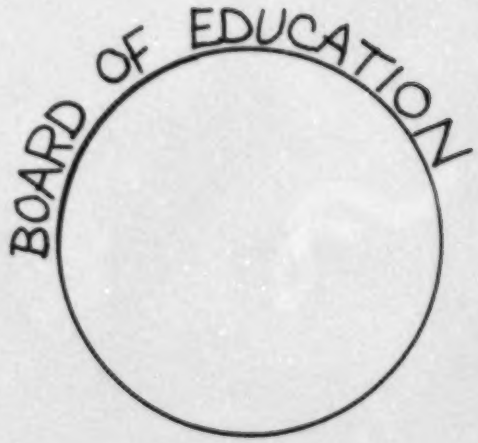
_____

_____

_____

PARKSIDE SCHOOL STORE

SHARE #



_____

_____

SHARES

Mr. E. Annuth
SPONSOR

Barnett B. Ruff
PRINCIPAL

J. Long D. Thomas B. Lange
R. Quarstein T. Smith C. Monk
BOARD OF EXECUTIVES

Stock Certificate

DIAGRAM NO. 3

Sales Receipt

_____ SCHOOL STORE

DATE:

Number	Item	Cost

SALESPERSON:

CUSTOMER:

ROOM NO.:

DIAGRAM NO. 4

Order Form

Room: _____

Teacher: _____

Date: _____

PRODUCTS

Pupil's Name	A	B	C	D	E	Total Cost	Delivery ✓

TOTAL:

ANNOUNCING REOPENING OF STUDENT'S STORE

Name of School

Date

If you have any donations, or if you want to sell something to the store, have them in by the beginning of next week.

Thank you.

P.S. Do you have any unwanted Christmas Presents?

Send them over.

NEW STORE HOURS . . . . . Wednesday, Thursday, Friday

1:30 P.M. -- 2:45 P.M.

DIAGRAM NO. 5B

STUDENT STORE

PARKSIDE SCHOOL

Dear Parents, Students and Friends:

We have received the following new listings in our school store. Buy in time for Christmas. You can get an economically priced gift of high quality.

Open until Dec. 21, 1972

T shirts, first.....	$ .75
T shirts, seconds...	.60
Pencil holders.....	.10
Ash trays.....	.20
Flowers & vase.....	.55
Molds.....	.25
Pot holders.....	.10
Belts.....	2.00
"	.20
"	.15
Candles.....	.35
Wood burnings.....	.20
Crystal balls.....	.15
Clocks.....	.10

Reopen Jan. 4, 1973

Pillow.....	$ .20
Santa.....	.15
Knitting picture..	.25
" " ..	.35
Lamps.....	.55
Bulbs.....	.30
Tablecloth.....	.10
Book markers.....	.10
Shirts.....	.25
Shorts.....	.25
Scarf.....	.75
Coaster.....	.10
Balloons.....	.15

Students
Mr. Anmuth's Gr. 5

DIAGRAM NO. 5C

Parkside School

STUDENT
SCHOOL STORE

Grand Opening — Friday, December 8, 197?

First Day Store Hours. . . . .1:00 to 2:30

Mondays through Fridays . . .2:30 to 3:15

Special Pre-Christmas Sale

Wednesday, December 20 . . . .1:00 to 3:00

Thursday, December 21 . . . .9:00 to 10:00

Store will reopen on Thursday, January 4, 1973 . . . . . 2:30

Sample Price List

T shirts - Firsts.	$ .75
T shirts - Seconds	.60
Pencil holders	.10
Ash Trays	.20
Flowers & Vase	.55
Molds	.25
Pot Holders	.10
Belts	.35
Wood Burnings	.20

and more!

DIAGRAM NO. 6

Marketing Research Form

Dear Pupils,

We are taking a survey. We are trying to find out what our fellow students would like to have sold in our school store.

PLEASE CHOOSE FROM THE FOLLOWING:

COMIC BOOKS ☐
CANDY ☐
BOOKS ☐
PENCILS ☐
COLORING BOOKS ☐
CRAYONS ☐
GAMES ☐
NOTEBOOKS ☐
ERASERS ☐
BOOKCOVERS ☐
JEWELRY ☐
LEATHERCRAFTS ☐

BOOKMARKS ☐
SCHOOL SWEAT SHIRTS ☐
SCHOOL T SHIRTS ☐
SCHOOL PENNANTS ☐
NOTEPADS ☐
ASHTRAYS ☐
POTHOLDERS ☐
PENS ☐
WOOD BURNINGS ☐
YARN PICTURES ☐
PENCIL SHARPENERS ☐

PLEASE SEND THIS SURVEY TO ROOM _____

THANK YOU.

DIAGRAM NO. 7

Expense Chart

EXPENSES

DATE	ITEM	COST		TOTAL COST
		Number	Each	

DIAGRAM NO. 8

Graph of Sales

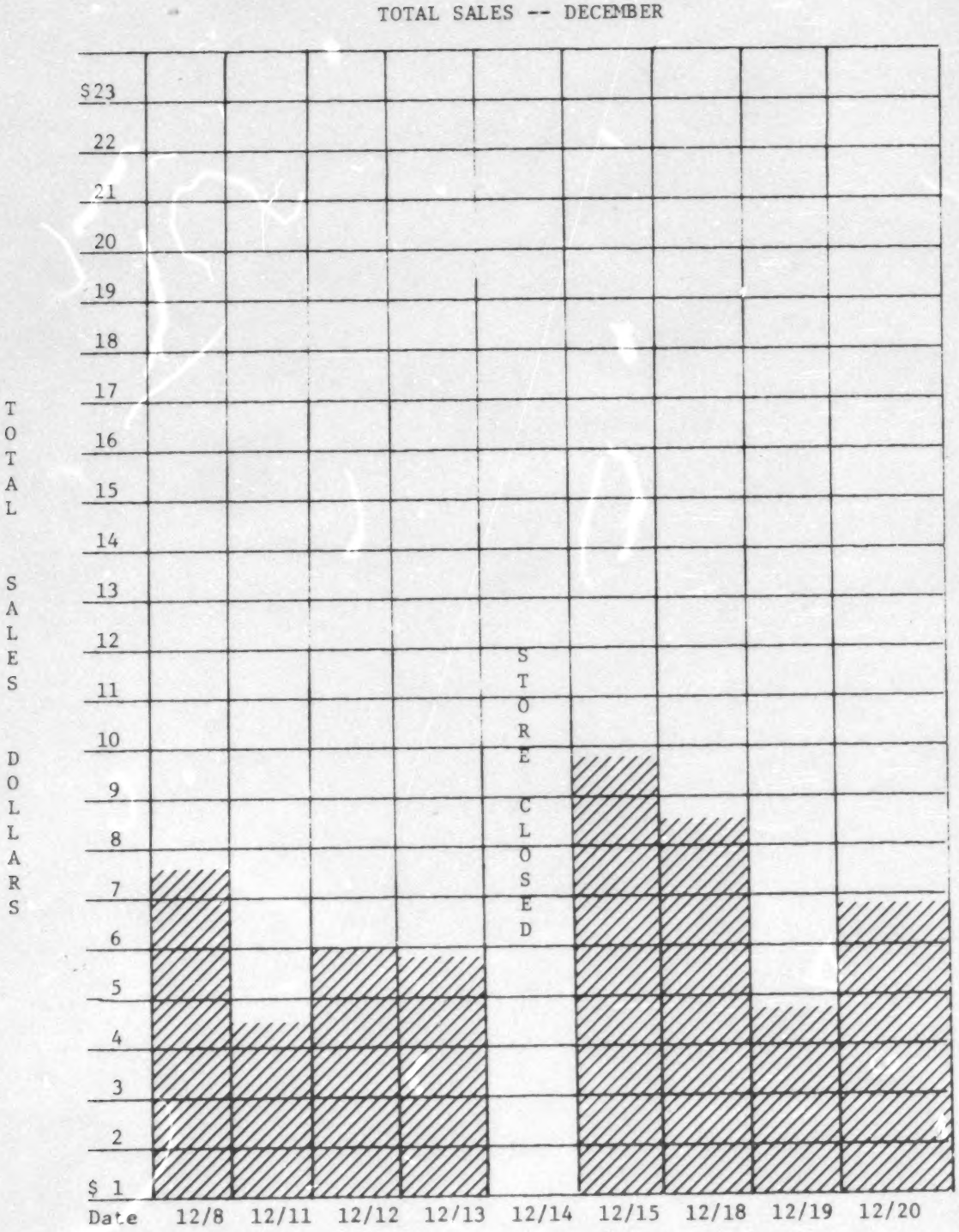


DIAGRAM NO. 9

Inventory Record Form

INVENTORY

ITEM:_____

DATE	ON HAND (A.M.)	- SOLD	MADE OR + BOUGHT	- LEFT (P.M.)

SUGGESTED SUPPLEMENTARY AND FOLLOW-UP ACTIVITIES

1. Have pupils take photographs showing the set-up, organization and operation of the business. Make a pictorial display.

2. Have the students take slides to show the step-by-step development of the business. Make a slide presentation.

3. Have the pupils take super-8 movies of the activities. Make a film presentation using a cassette tape of the pupil's voices explaining the activities.

4. Students can maintain a log to keep track of their daily activities in the business.

5. Have discussions to evaluate progress and to suggest solutions to problems.

6. Students can make a list of skills they have used, and relate them to various job categories.

7. Have pupils develop a chart showing the interdependency of jobs and workers.

8. Use role playing activities to dramatize various business activities.

9. Use speakers or community people as resources to come in and talk to the students, when applicable.